**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 2.MD.7**  **The Envision Lesson: 15-2 Time: Telling Time Before and After the Hour** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Quarter to  Half past  Quarter after |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Calendar math review as a class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Show a time such as 7:30 on your big model clock. Ask how what one way to say this time is. Then introduce that you could also say ‘half past seven.’ Practice this with some other times. Add ‘half past’ to math journal. Show a time such as 3:15. Ask similar questions and then introduce the ‘quarter after 3’. Discuss the difference between a quarter of time/clock and 25 cents. Add ‘quarter after’ to math journal. Show 1:45 and discuss different ways to say this time, including ‘quarter to 2.’ Do several examples. Then do the front page of student pages. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Hand out small movable clocks to each student. Ask them to show different times and then restate them using the words ‘quarter to, half past, and quarter after or \_\_\_\_ minutes after \_\_\_\_\_.’ Then ask students to take turns showing a partner different times, but just use these new vocabulary terms. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Show the visual learning bridge and discuss as you go along. Do the guided practice page together as a class. Call on students to ask how they came to that conclusion? or explain how they figured it out? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Copy off blank clocks on transparent sheets. Partner up students so they share this, a marker and eraser. Write a time such as 20 minutes after 7 on the board and ask students to draw the time and hold it up when ready. Continue this process using the vocabulary terms. Collect materials and then have students finish the independent practice page. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  Have students work on a re-teach, practice, or enrichment page and turn in.(5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |